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ABSTRACT

This report provides an overview of the involvement of public schools in Massachusetts in child care, focusing on 12 child care programs strongly affiliated with public schools. The programs investigated responded to local needs in a variety of ways. Programs included a teen parenting program; a bilingual education program; child care for local town employees; before- and after-school child care; infant and toddler care; preschool education in a rural area; provision of tuition subsidies for families unable to afford child care; and outreach, training, and resources for parents and community-based providers. Based on the findings, the Early Childhood Advisory Council of the Massachusetts Board of Education declared its support for the role of the public schools in child care. The council recommends that schools considering involvement in child care programs for young children include the following elements in program development: (1) a strong, qualified leader who is responsive to the needs of children, families, staff, and community; (2) communication and collaboration with other programs, including public school programs; (3) parent involvement in program planning and decision-making; (4) a career ladder that includes adequate salaries and benefits and establishes a clear relationship between staff qualifications and professional development; (5) a funding arrangement that leads to long-term security; and (6) support from local school administration. (RH)

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Study Director: Ada Pollock Rosmarin
Early Childhood Coordinator
Bureau of Early Childhood Programs
Massachusetts Department of Education

Editor: Sandra Putnam
Interagency Coordinator
Bureau of Early Childhood Programs
Massachusetts Department of Education

Assisted by: Alice Barton
Carole Curtin
Rachel Weil

Massachusetts Department of Education
Bureau of Early Childhood Programs
Elisabeth Schaefer, Acting Director

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Jan Anderson, Director Advocacy Programs
Massachusetts Office for Children

Alice Barton, Research Coordinator
Department of Education

Denise Benner-Hall, Early Childhood Coordinator
Methuen Public Schools

Maureen Berman, Early Childhood Coordinator
Scituate Public Schools

Carole Curtin, Administrative Assistant
Department of Education

Angela Ferrario, Education Coordinator
Associated Day Care Services, Boston

Linda Gerstle, Early Childhood Specialist
Department of Education

Julienne Johnson, Early Childhood Specialist
Department of Education

Karen Klopfer, Education Coordinator
N.I.C.E. Day Care, Jamaica Plain

Lee Koszalka, Early Childhood Specialist
Department of Education

Mary Ellen Meegan, Professor
Worcester State College

Mary Mindess, Professor, Early Childhood
Lesley College

Veronica Papenfus, Early Childhood Coordinator
Malden Public Schools

Sandra Putnam, Interagency Coordinator
Department of Education

Nancy Rillings, Early Childhood Specialist
Department of Education

Cynthia Robinson, Student, Early Childhood
University of Massachusetts, Amherst

Ada Rosmarin, Early Childhood Coordinator
Department of Education

Pat Sakellis, Early Childhood Coordinator
Westfield Public Schools

Elisabeth Schaefer, Acting Director
Early Childhood, Department of Education

Abby Shapiro-Kendrick, Director
Preschool Health, Department of Public Health

Jane Stoutermire, Early Childhood Coordinator
Lynn Public Schools

Rachel Weil, Administrative Assistant
Department of Education

Jane Welch, Director Special Education
Newburyport Public Schools

Mary Wile, Early Childhood Coordinator
Chicopee Public Schools

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Tom Miller: Preschool Services, Perkins School for the Blind
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Winifred Parker: American Academy of Pediatrics, Massachusetts Chapter
Ruthann Rasbold: Federation for Children with Special Needs
Jeri Robinson: Boston Children's Museum
Sandy Sachs: Executive Office of Human Services
Francis St. Peter: Northwest Regional Education Council
Margot Kaplan Sanoff: Developmental Pediatrics, Boston City Hospital
Janis Santos: Head Start Directors' Association
Karen Sheaffer: Massachusetts Office for Children
Eunice Shishmanian: Early Intervention Advisory Council
Freyda Siegel: Massachusetts Parent Teacher Student Association
Genevieve Strakosz: Massachusetts Teachers Association
Mary Lou Theilman: Greater Springfield Regional Education Council
Jane Welch: Massachusetts Administrators of Special Education
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Connie Wessner: Massachusetts Department of Public Welfare

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EXECUTIVE SUMMARY

The Massachusetts Public School Improvement Act of 1985 charged the Board of Education's Early Childhood Advisory Council with conducting a comprehensive study of future trends in early childhood programs and reporting the findings to the Board of Education biennially.

For this, its third report to the Massachusetts Board of Education, the Early Childhood Advisory Council provides an overview of how public schools are involved in child care. The Council studied the ways in which twelve child care programs with strong public school affiliation responded to local needs of young children and their families.

As families with young children are caught between two emerging demographic trends that make child raising increasingly difficult, schools need to play a role in supporting them: The extended family no longer lives in one city or town, and a growing number of families consist of single parents, or two working parents. Increasingly, public schools are being asked to become involved in child care to support children in their communities.

The programs selected for this study responded to a local needs in a variety of ways. Program variations included a teen-parenting program; a bilingual education program; child-care for local town employees; before and after-school child care; infant and toddler care; preschool education in a rural isolated area; provision of tuition subsidies for families unable to afford child care, and outreach, training and resources to parents and to community-based providers.

Based on the findings of these case studies, the Early Childhood Advisory Council supports the role of the public schools in child care and recommends that schools considering becoming involved in child care programs for young children include the following elements in program development:

- **A strong, qualified leader who is responsive to the needs of children, families, staff and community.**
- **Communication and collaboration with other programs in the community and with other public school programs.**
- **Parent involvement in program planning and decision-making.**
- **A career ladder which includes adequate salaries and benefits and which establishes a clear relationship among staff qualifications and professional development.**
- **A funding arrangement which leads to long term security for the program.**
- **Support from local school administration.**

These recommendations and the case studies included in this report are intended to provide guidance and support to schools interested in developing school affiliated child care programs.

INTRODUCTION

The Context

In Massachusetts, as in the nation as a whole, public schools are playing an expanding role in providing child care. As the need has grown, the public schools have frequently been identified as a potential source of child care. The increased involvement of public schools in the provision of early childhood and school age child care brings with it new issues and concerns to address as well as opportunities for public schools, child care providers, parents and the community at large.

Several characteristics of public schools support the expansion of their role in providing early childhood and after-school care as an addition to other public and private child care programs. Primary among these are that there are public schools in every community; there is an established structure, administration and funding mechanism; and there is a potential for enhancing the salary and status of child-care teachers through association with the public schools (Zigler, 1987).

Certain structures and traditions in the public schools may contribute to the child care problem. The Early Childhood Advisory Council's 1987 Report on Future Trends described a statewide survey of early childhood programs in Massachusetts' public schools in which practices and trends in early childhood and school-age child care programs were identified. Some of the practices illustrated in that survey which may contribute to child care problems for families were:

- The kindergarten day in 85% of responding school systems lasted less than 3-1/2 hours, leaving the rest of the day for parents to make private arrangements for child care.
- 71% of school systems required kindergarten children to switch sessions (a.m. to p.m. or vice versa) mid-year, causing child care arrangements to be disrupted for many parents.
- Only 29% of responding school systems provided some form of optional before-or after-school child care, while the school day typically begins later and ends earlier than many parents' work days.

These are among the reasons that the Massachusetts Board of Education's Early Childhood Advisory Council chose to conduct a series of case studies of Massachusetts' public schools involvement in child care for preschool and school-age children for its third report on Future Trends in Early Childhood Programs. The Public School Improvement Act of 1985, Chapter 188, has funded the creation of many preschools and some child care programs in the public schools and so has increased the involvement of the public schools in child care.

In undertaking this report, the Council believed that it was no longer necessary to discuss the question of whether public schools should be involved in child care. The Council focused instead on describing the current involvement of Massachusetts schools in child care and understanding how that involvement relates to particular issues in the child care community at large. The Council hoped that by describing ways in which schools were currently involved in child care and disseminating that information, more schools would become part of the child care system in their communities.

The broader context for a discussion of public schools' role in providing early childhood care and school age child care is one of increasing poverty among families with young children, increasing numbers of mothers in the work force, the diversion of public resources from families and children, and the interplay of supply, demand and cost of child care. Approximately 25% of

all young children (47% of Black children, 40% of Hispanic children) live in poverty (Child Care Action Campaign, 1988). The number of families headed by women is growing due to teenage pregnancies, divorce and desertion. More than 60% of these families headed by women with young children are poor, higher than for any other group in our society (Halpern, 1987).

These facts explain in part the growing demand for child care: Women must have affordable child care in order to work and, in many cases to have a chance to rise above the poverty level, and their children must have high quality care and education. In addition, there are a growing number of families with young children in which both parents are employed, either by choice or by economic necessity. This fact, combined with the relatively high cost of living in Massachusetts, makes the necessity for affordable child care an economic reality.

The need for high quality child care does not end when children enter school. After-school care for children under the age of thirteen of parents in the work force is essential, and this group of children is currently underserved. Many of these parents either do not have relatives or friends who can care for their children or cannot afford to pay for child care for their children after school hours. These children, often referred to as "latch-key" children, care for themselves until their parents come home from work. In Massachusetts, it is estimated that as many as 110,000 children between the ages of five and thirteen are latch-key children (Commission on Children in Need of Service, 1989). According to the 1989 Survey of the American Teacher by Louis Harris & Associates (Viadero, 1989), teachers too are becoming increasingly aware of this problem and concerned about children's welfare and the impact of their self care on their success in school.

The attendant concern along with the availability and affordability of child care is quality of the care and actualizing the potential benefits of early childhood education for all children who need it. It has been suggested that there is a "two-tier" system developing in which children of wealthier parents have access to high-quality child care and children of the poor often only have access to lower quality care (Child Care Action Campaign, 1988). The benefits of early education and high quality care for children with disabilities and "at risk" for environmental reasons has been clearly documented (Bronfenbrenner, 1974; Berrueta-Clement et. al., 1984; Consortium for Longitudinal Studies, 1983; Guralnick & Bennett, 1987). However, among poor families earning less than $10,000 per year, 29% of 3 and 4 year olds attend preschool programs, while 52% of their peers from families earning $20,000 or more attend preschool (Halpern, 1987). If we as a society care about our own future, finding ways of ensuring quality and availability of child care and early education for all children is vital.

The Issues

There are several issues which recur in discussions of developing a system of child care besides the important and ever present one of adequate funding and availability. Primary among these are: Quality control, as measured primarily through program standards and curriculum; staff turnover, teacher qualifications and salaries; and sensitivity to working families, particularly in regard to length of day and year and parent involvement. An additional issue is how various agencies, public and private, who provide services to children can work together to provide a comprehensive childhood education and care system.

One persistent problem in the child care community is the interrelated one of high staff turnover (about 40% per year, according to the Child Care Action Campaign, 1988), staff qualifications and inadequate compensation. The child care system at present is not one in which increased education leads to increased salary or career advancement. Yet, staff

qualifications and turnover rate have been identified repeatedly as essential components in providing high quality environments for children. Many of these issues are addressed in The National Child Care Staffing Study (Child Care Employee Project, 1989).

The issue of sensitivity to the needs of working families is a particularly important one for public schools involved in child care. Child care programs typically operate on a 10 hour/day schedule, year round. This schedule typically exceeds the public school working day and calendar year. Other concerns include involving working parents in programs in ways that yield benefits for children but do not exceed the capacity of parents who have limited time and energy outside their roles as parents and employees.

The History

Several reports and studies have preceded this one in considering the increasing involvement of the public schools with younger children and child care. The National Association of State Boards of Education issued a report in 1988 recommending that early childhood units be established in elementary schools, focusing on enhancing services to children age 4 through 8 and their parents and that public schools develop partnerships with other early childhood programs and community agencies to build and improve services for young children and their parents. In addition, they recommended the formation of partnerships with other early childhood programs and public agencies to create a comprehensive system of services to include parent education, family support, child care, health, social and mental health services (National Association of State Boards of Education [NASBE], 1988).

In Massachusetts, two initiatives have also reviewed public school involvement in child care. The Massachusetts Special Legislative Commission on Early Childhood Programs, co-chaired by Senator Lois Pines and Representative David Cohen, has been examining how the Commonwealth can provide universally accessible and affordable early childhood programs. Public hearings were held in early 1989 and the Commission will be filing legislation based on its conclusions in November of 1989. The Massachusetts Office for Children's Statewide Advisory Council's subcommittee on day care and the public schools also has explored this issue. A report was released in June, 1989 summarizing its findings regarding space, transportation, curriculum and continuity, parents, program standards and monitoring, services to children with special needs, and collaboration and communication. Numerous recommendations were made regarding these issues.

This Report

For this report to the Massachusetts Board of Education, the Early Childhood Advisory Council studied twelve programs that were recognized by those who nominated them to be operating strong public-school-affiliated child care programs (Appendix A of this report outlines the recruitment and selection process). The Council did not conduct evaluations of the programs nor make judgements as to whether or not these sites were either "exemplary" or "model" programs. Sites were selected to represent the diversity of ways in which public schools are involved in child care programs. The study is a qualitative and descriptive one rather than a quantitative study. This approach describes the diversity of options for public school involvement and how these programs can be responsive to the needs of their respective communities.

This report will not discuss curriculum, class size and adult to child ratios. This omission does not reflect the critical importance of these components to a high quality program which meets the individual and developmental needs of children. Rather the Council found it unfair to try to characterize the curricula at the program sites after a brief 1 to 2 hour observation. Many of

the sites had numerous classrooms and site visitors felt that viewing such a small "slice" of the program day could not lead to an accurate generalization about the overall program curriculum over time.

Class size and adult to child ratio in different programs varied according to age groups of children being served. All programs met or exceeded Massachusetts Office for Children regulations for the age groups being served. Those preschool programs receiving Chapter 188 Early Childhood funds met the Massachusetts Board of Education's Preschool Program Standards.

Trends

In examining social and demographic trends affecting the lives of young children in America today, Robert Halpern (1987, p.34) concluded the following:

- Families with young children are increasingly dependent on agencies outside their informal social networks for emotional, informational and material support underlying nurturant childrearing.
- Our sense of collective responsibility for other people's children, never strong to begin with, is deteriorating further.
- The stress on parents of trying to provide both adequate economic support and adequate care and nurturance for children is likely to intensify.
- We as a society face the urgent task of renewing and redefining our social contract with each other, and with young families in particular; the early childhood care and education community has a central responsibility with respect to this task.

The Massachusetts schools described here, along with others who were not described (see Appendix B), are already engaged in programs which respond to the needs of families and communities for child care. This is just a beginning to forming the kinds of partnerships needed to provide comprehensive high-quality care and education for children.

The Council hopes that this report will serve as a resource to people in public schools and their communities around the Commonwealth who are considering getting involved in meeting the child care needs in their communities.

I. OVERVIEW OF CASE STUDY SITES

The matrix on the following pages provides the reader with a "thumb-nail sketch" of the twelve case study sites. Further information about the individual programs can be found in Section III: Program Abstracts.

The Program Matrix provides the following program information:

Community: City or town in which program is located
Program Name: Name of the program
Program Type: The type of child care services provided by the program
Location:
- **Building:** Building(s) in which program services are provided
- **Region:** The Department of Education region in which the program is located

  CMREC: Central Mass. Regional Education Center, West Boylston
  GBREC: Greater Boston Regional Education Center, Arlington
  GSREC: Greater Springfield Regional Education Center, Chicopee
  NEREC: Northeast Regional Education Center, North Andover
  NWREC: Northwest Regional Education Center, North Adams
  SEREC: Southeast Regional Education Center, Lakeville
- **Kind of Community:** Rural, suburban or urban community

Children Served:
- **# Served:** Number of children served by the program
- **Ages:** Ages of the children served by the program
- **Linguistic:** Whether children from linguistic minority backgrounds are currently enrolled in the program

Special Needs: Whether children with special needs are currently enrolled in the program

Program Schedule:
- **Full Year:** Whether the program operates for a full calendar year (12 months)
- **School Year:** Whether the program operates for the school year (10 months)
- **Vacations:** Whether the program operates during school vacations?
- **Days/Week:** The days each week the program operates
- **Hours:** The hours during the day the program operates

Who Operates:
- **Public:** Whether the program is operated by a public school system
- **Private:** Whether the program is operated by a private provider

Funding:
- **Local:** Whether the program's operating budget draws upon local funds
- **State:** Whether the program's operating budget draws upon state funds
- **Federal:** Whether the program's operating budget draws upon federal funds
- **Parent Fees:** Whether the program charges a fee to parents whose children attend the program

COMMUNITY	PROGRAM TYPE	LOCATION			CHILDREN SERVED		
City/Town Program Name		*Building*	*Region*	*Kind of Community*	*# Served*	*Ages*	*Linguistic Minorities*
Amherst Mark Meadow After School Day Care	After School Child Care	Marks Meadow Laboratory School	GSREC	Suburban	40	5-12 years	yes
Boston Mary Lyons Early Learning Center	Full Day and Before/After School Child Care	Mary Lyons Elementary School	GBREC	Urban	84	3-7 years	yes
Cambridge Literacy Curriculum Connections	Resources to Community Early Childhood Programs	Programs throughout the city	GBREC	Urban	450	3-6 years	yes
Dover-Sherborn Child Development Center	Full Day Child Care	Dover-Sherborn Junior High School	CMREC	Suburban	73	15 mos. - 5 years	no
Duxbury Magic Dragon	Full Day Child Care and Kindergarten Extended Day (K.E.D.)	Duxbury Intermediate School and High School	SEREC	Suburban	94	2 mos. - 5 years	no
Mohawk Trail Reg. Schools Heath Preschool	Part Day Preschool Program	Heath Town Hall	NWREC	Rural	21	3-4 years	no
Peabody Passos Avante Preschool	Full Day Child Care	South Memorial	NEREC	Urban	48	2.9-5 years	yes
Pittsfield Westside Community Center	Before/After School Child Care	Westside Community School	NWREC	Urban	41	5-12 years	no
Salem Endicott Early Childhood Center	Full Day Child Care and Before/After School Child Care	Endicott Early Childhood Center	NEREC	Urban	159	3-6 years	yes
SEEM Collaborative SEEM Childcare	Full Day Child Care	E. Ethel Little School	NEREC	Suburban	59	15 mos. - 6 years	no
Tisbury Martha's Vineyard Early Childhood Program	Resources to Community Programs and Tuition Assistance Program	Programs throughout Martha's Vineyard	SEREC	Rural	26-30*	3-5 years	no
Weymouth STEP Program	Child Care for Teenage Parents	Weymouth South High School	GBREC	Suburban	12	3 months - 3 1/2 years	no

PROGRAM SCHEDULE						WHO OPERATES		FUNDING			
Special Needs	*Full Year*	*School Year*	*School Vacations*	*Days/ Week*	*Hours*	*Public Schools*	*Private Provider*	*Local Funds*	*State Funds*	*Federal Funds*	*Parent Fees*
yes	no	yes	yes	M-F	3:00-5:30 p.m. (M,T,Th,F) 1:15-5:30 (W)	no	yes	yes	yes	no	yes
yes	yes	no	yes	M-F	7:15-5:00 p.m.	yes	no	no	yes	no	no
yes	no	yes	no	M-F	8-4:30 p.m.	yes	no	no	yes	no	no
yes	yes	no	yes	M-F	7-6:00 p.m.	yes	no	no	no	no	yes
yes	no	yes	no	M-F	7:30-5:00 p.m. 9:00-3:00 p.m. (KED)	yes	yes/no	no	yes	no	yes
yes	no	yes	no	MTW	9:00-11:45 a.m. 12:45-3:30 p.m.	yes	no	no	yes	no	no
yes	yes	no	yes	M-F	6:15-4:30 p.m.	yes	no	no	yes	yes	yes
yes	yes	no	yes	M-F	7:00-9:00 a.m. 2:45-5:30 p.m.	no	yes	yes	no	no	yes
yes	no	yes	yes	M-F	7:45-6:00 p.m.	yes	yes	yes	yes	yes	yes
yes	yes	no	yes	M-F	7:00-6:00 p.m.	yes	no	no	no	no	yes
yes	varies	yes	varies	varies	varies	no	yes	no	yes	yes	yes
no	no	yes	no	M-F	7:30-1:45 p.m.	yes	no	no	yes	yes	no

II. SUMMARY OF FINDINGS

The Nature of the Programs:
Diversity is the word which best characterizes the range of services offered by the case study sites. To a great extent, the nature and the needs of the communities shaped the ways in which the programs originated and were designed.
The programs investigated in this study responded to a variety of local needs. The needs of the Portuguese and Spanish-speaking communities in Peabody and Salem led to the development of bilingual programs. The needs of teenage parents led to the development of the STEP (Systematic Training for Effective Parenting) program in Weymouth. In Duxbury and Dover-Sherborn, the needs of town employees for child care led to the development of programs as an employee benefit. The need for a network of child care programs that "collaborates and doesn't compete" led to the community-based program in Cambridge. Programs in Weymouth and Duxbury responded to the need for care for infants, and the S.E.E.M. Child Care Program to the need for toddler care. Before and after-school child care was a priority in Boston and in Pittsfield, while rural isolation led to the development of the only preschool program in the Mohawk Trails region.

The role of the public schools in the implementation of these programs ranged from being a direct service provider and employer of staff to providing space and related supports and resources to private program providers. In addition to direct child care services, schools have become involved through delivery of indirect services, such as provision of tuition subsidies for families unable to afford child care, as well as outreach, training and resources (i.e., equipment, materials and lending libraries) to parents and community-based providers in programs like those in Tisbury and Cambridge.

The Program Matrix on the preceding pages provides an overview of the program sites. The Program Abstracts in Section IV briefly describe the nature of the programs at each of the case study sites.

Relationships of the Child Care Sites with the Larger Community:
In all case study sites, relationships with a larger community of individuals and/or programs for professional and personal support and networking were noted as important to program staff. These relationships varied depending upon the program.

- **Relationships with the local early childhood community**: *Collaboration and communication between public schools and private child care providers lead to increased program options and better services for children and families.*
  This finding was also noted by the Statewide Advisory Committee to the Massachusetts Office for Children (1989), by the National Head Start Study (1988), and by the NASBE Task Force on Early Childhood Education (1988). In the case study sites, relationships were formed through both formal and informal contacts, including participation in meetings with local early childhood providers, membership in the community's local early childhood advisory council and involvement in a network of similar types of programs (i.e., a special needs network; a network of Chapter 188 funded programs). In some cases, these relationships were initiated by the public schools; in others private providers served as initiators. In all the case study sites, ongoing communication between the participating programs was emphasized as being critical to successful provision of services.

Collaboration between public schools and various other providers of child care can be a cost-effective investment. One study site demonstrated how such collaboration resulted in a significant reduction in the number of referrals for special needs services. Intervention during the early years of child development may prevent more significant (and more costly) problems later on. In addition, collaborative efforts also have the potential to increase the number of integrated placements available for young children with special needs.

The establishment of relationships with the local Child Care Resource and Referral (CCR&R) agencies enhanced programs' abilities to access community resources.
Programs often referred parents to local Child Care Resource and Referral agencies, who assisted families in finding child care. Program staff contacted CCR&Rs for information and technical assistance (one program consulted the CCR&R for technical assistance in the development of an AIDS policy and for statistical reports on local tuition rates). In one case, the local CCR&R had a lending library of learning materials such as books and kits for curriculum units (eg. dinosaurs, shapes and colors, science concepts) which were available to both programs and parents.

Several of the case study sites provided resources to other community programs.
These resources included inservice training opportunities, classroom and playground equipment and materials, training materials, toy lending libraries, and direct service or consultation and training regarding the needs of specific children to other community programs.

- **Relationships with the family**: *There appeared to be a reciprocal relationship in which parents were essential in continuing support for the programs while the programs were essential in providing support for families.*
Parents were directly involved in policy making in many of the programs, participating as members of the program's advisory council, board of directors or parent-teacher organization. Parents helped to plan and carry out fund-raising activities, were involved in local and state-level advocacy for program continuation, and program evaluation. Some programs required a specific type or amount of involvement; others encouraged parents to be involved as their schedules allowed. Parent activities were not limited to in-school involvement. In some cases parents volunteered to help with specific tasks at home or at school according to individual interests. Programs sometimes provided parents with ideas for activities to do with their children at home. In all sites it was noted that parents were welcome and encouraged to visit programs. Many programs offered special family events such as an annual picnic, a Thanksgiving dinner, and family nights. Parents cited numerous opportunities to be involved in programs but noted that time constraints made it difficult to be involved.

Parents in most programs felt that program staff were available when needed and that staff members showed a "feeling of genuine concern for children and families". Staff communicated with parents on a regular basis. In programs where parents transported children, daily contact took place at drop-off and pick-up times. Information about children was conveyed via parent conferences, phone conversations, and written memorandums. Some programs conducted home visits. Program information was conveyed through monthly newsletters in many programs. Some programs provided parent workshops and training opportunities supporting the parenting role. A "strong bond" between parents and program staff was noted in several interviews. Parents commended programs for celebrating the linguistic, ethnic, and special needs diversity within the population served.

Programs that served linguistic minority families often provided materials for parents in multiple languages.

Programs which served children with special needs had an additional type of involvement with families through joint efforts in developing Individualized Education Plans (IEPs) or Individualized Family Service Plans (IFSPs) and ensuring delivery of services.
Staff responded to parents' desire for a home-like atmosphere by creating environments which were described by parents as "emotionally positive", "warm", "nurturing", "secure", and "family and child-centered". This feeling was demonstrated through displays of children's art work, plants, welcoming entryways, suggestion boxes, and rooms where parents could casually meet with one another and in which younger siblings were welcome. The availability of space which was dedicated exclusively to the program aided staff in their ability to create this type of environment.

- **What parents want in child care:** *Parents spoke openly about the qualities they hoped to find in child care programs. According to parent interviews, programs that respect and support the family include the following attributes:*
  - An environment that is warm, inviting and which demonstrates concern and respect for the individual needs of children and parents.
  - Regular, ongoing communication with parents and opportunities for parent involvement in the program.
  - Opportunities for families to gain support through meeting with other parents.
  - Parental input into policy-making through parent advisory councils.
  - Affordability and sliding fee scales as well as the availability of tuition vouchers.
  - Schedules which accommodate the needs of working parents. (Some parents expressed a need for a schedule covering a time span from 6:45 A.M. to 6:15 P.M. to allow time for travel, and for child care available 52 weeks per year).
  - Ability to serve the needs of children from birth through six, and the inclusion of kindergarten programming in communities where public school kindergarten programs operate on half-day sessions.
  - Ability to meet the individual needs of children, including children with special needs.
  - Before and after-school care with developmentally appropriate programming for school age children.
  - Staff competence and stability. Parents cited the importance of a familiar and secure home-like environment for their children.

- **Relationships with the public school system**: *Public school superintendents were noted as essential in ensuring school system support for the programs. The commitment to the program by the school system was often attributed to the ongoing support of the superintendent and the school committee.*
  This appeared to be true whether programs existed in only one school building or were system-wide. Superintendents were often cited as key in obtaining local funds and space and acting as a liaison between the program and the local school committee. School committee support, in turn, appeared to be fundamental in gaining financial and political support for the ongoing operation of the programs. Many of the program staff mentioned examples of how their system's superintendent showed strong interest in and support for their program, recognized the program's value to the community at large, and understood

and supported a developmental approach to programming. Superintendents stressed the benefit of positive publicity for school systems' efforts in the area of child care. One superintendent stated that he "expected the schools to be flexible, within space and funding constraints" in order to meet the changing child care needs of families.

Relationships between public schools and child care programs can be mutually beneficial.
In one case a child care program was "marketed" to a local school committee from the standpoint that classroom space in a local public school was not being utilized, and that renting this space to a privately-operated child care program might provide additional revenues to the town. No tax monies were required because the program would be entirely self supporting through tuition. Program quality was ensured on an ongoing basis through input from the local school committee which serves as an advisory board to the program. In another situation, town employees benefited when they were assured of priority placement in a child care program and were able to receive tuition discounts.

Programs which were located in junior high or high school buildings often cited the extra benefit of having older students participate in program activities. In one instance eighth graders participated in the program as part of a home economics course they were taking. In another program high school students participated through a vocational education program to be trained as Office for Children qualified early childhood teachers.

Child care programs which were located in public school buildings were often provided with additional resources.
This included resources such as free or reduced price for space, heat, light, maintenance, equipment and materials, consultation with school personnel and specialists, office space, access to gym, library, audio-visual equipment, and special events. Parents often viewed public school building space as a positive factor in selecting a program for reasons of building security, room size and availability of a cafeteria or kitchen for hot meals.

- **Ensuring continuity of care and smooth transitions**: *Collaboration and communication between programs promote continuity of care, increase program options and ensure better service provision for children and families. When the public schools are involved in community-based child care services there are reciprocal benefits: Child care programs learn more about the public schools and the schools learn more about services available in the community.*
Children may be faced with many transitions as they move from home to various programs during the school day, or as they move on to new programs. Good communication and effective planning for transitions within and among programs help children cope with changes. Programs, in turn, are better able to understand and respond to children's needs. Staff at one case study site commented that "the public schools now know that children aren't born at age five". Some programs arranged for children to visit the classrooms they would be attending the following year, and some arranged reciprocal visits between kindergarten and preschool teachers so that they could learn about each other's programs.

Both verbal and written communication were used to share information about children who moved between the case study sites and other programs. In some cases, written progress reports were sent, with parental permission, to the next school or program. Elsewhere public school teachers were provided folders of individual children's work, enabling teachers to get to know their students before children entered the program.

The ability to provide smooth transitions was enhanced in communities where staff from different schools and programs participated in joint staff training.
Staff felt that familiarity between programs led to increased continuity of philosophy. One program, however, noted the difficulty of the public school system's policy of allowing only two professional days per year for staff to meet together to plan for programming. Staff in programs which were physically isolated expressed a feeling of professional isolation.

The location of the program often influenced the smoothness of transitions between the case study sites and the children's homes or other programs.
Staff at a few sites noted the difficulty of ensuring smooth transitions when children move from the program to many different schools rather than to a program in the same building. Several of the school-age child care programs visited were offered in the same school building attended by children during school hours, and children had only to walk down the hall from their classrooms to the child care program at the end of the school day. In some cases transportation to the child care site was provided for children who attended other elementary schools in the district.

Children of a range of ages were served at several of the sites (e.g. 6 weeks to 6 years). Transitions in these programs were facilitated by the fact that children continued from one year to the next in the same location with familiar program staff and a common program approach. Parents from these programs noted the benefit of having their children remain with other children in their age group and program staff from infancy through school age.

- **Relationships with other community programs**: *The awareness and use of community resources clearly enhanced the services offered by these programs.*
Many of the case study sites worked with local or regional offices of state agencies such as the Office for Children for licensure, the Department of Social Services for contracted day care slots and child abuse referrals, and the Department of Education for training, networking, and technical assistance. Other community resources utilized included the Visiting Nurses Association for health consultation, an area mental health center, the Easter Seal Society for speech and language services, the Department of Social Services for social work consultation, and a cable television station for assistance in the development of training films.

- **Funding**: *Funding for the programs at the case study sites came from a variety of sources including public grants (i.e., Chapter 188, Chapter I, Special Education, Commonwealth Inservice Institute, and Gateway Cities grants); private foundations and local colleges and universities; support from local banks, service agencies and the local community; parent fees which often included sliding fee scales; contracted slots from the Department of Social Services (DSS); and acceptance of Employment and Training day care vouchers. Programs also procured funds through internal fundraising.*
While public schools and private providers in the study sites found creative ways to collaborate to provide child care, finding secure funding sources was a concern to all these programs. Public and private program administrators as well as parents expressed fears that services might be cut as the result of financial problems in the state of Massachusetts.

Some programs had substantial backing from the local public schools, but some, which are entirely dependent on grant monies for survival, may be in jeopardy. Some public school systems stated that they would be unable to take over the financial burden, or that they had other priorities that would take precedence. Program leaders expressed frustration over lack of knowledge about the availability of alternative funding sources. This issue creates new challenges for public schools, private providers and agencies as they work together to meet the needs of families.

Linked directly to concerns about funding is the impact of funding cuts on families. Without tuition subsidies provided through grant monies, many low-income families said that they would be unable to continue in child care programs, and feared that their children would lose all the benefits they had gained from these services. One parent described the child care program as "a godsend." According to program administrators, the populations in greatest jeopardy when funding cuts occur will be children who are "at risk" and who have not been identified as having special needs or placed on Individualized Education Plans; and families who fall into the "affordability gap" because they are ineligible for other state assistance, yet cannot afford child care.

One parent expressed frustration with "the system", stating: "I don't know how you're supposed to keep a job and not go on welfare. If you need medical insurance from work because you have a child who is handicapped, what do you do?" She reported that one agency had advised her to quit her job and go on welfare because it would pay for everything including medical expenses. The parent felt that was not an acceptable solution because "I want to feel like I'm contributing something." There are parents like this all over the state, who are unwillingly caught in a cycle of dependence. Increased public school involvement in supporting parents' child care needs may help to ease the burden.

- **Delivery of special education services**: *Almost all of the child care sites visited reported having the capability to serve children with special needs in some way. The one program which did not report serving children with special needs was an infant-toddler program which had not yet encountered the need to provide such services. Screening, assessment and delivery of special services were generally provided by the local public schools.*
The majority of the program sites visited had procedures in place to address children with special needs in some way. In Boston and Salem, special education services were an important component of the programming. Five of the programs which reported having the capability to serve children with special needs had few or no children on IEPs enrolled. Three programs had only informal contact with the public schools on an individual case basis, when a problem was identified.

Delivery of special education services by therapists was carried out within the classroom setting in three study sites; outside the classroom setting in three programs. Six of the study sites were not directly involved in delivery of therapies, although some of these participated in screening and assessment. Two sites offered integrated programs, in which less than 50% of the children have special needs. One site offered a reverse-mainstream program, in which more than 50% of the children have special needs. More information on delivery of special education services in the study sites may be found in the Program Abstracts (Section IV).

The Program Staff:

In describing staffing arrangements of the various program sites, diversity was again the key word. These variations resulted primarily from the various programs' responsiveness to their individual settings.

The case study sites differed widely in the types of programs they offered and the characteristics and needs of the populations they were serving. Some of the programs were operated by the public schools; others were privately operated. Program staff were responsible for a wide range of duties. Lines of supervision, requirements for staff qualifications, and salaries varied as well. Descriptions of staffing at the case study sites can be found in the Program Abstracts.

- **Leadership**: *The leadership role of a "key person" was seen as fundamental to successful programs. This individual played a critical role in the establishment of relationships outside of the program. Program leaders had a strong commitment to working as a member of a larger community and to interagency collaboration. The key person was also cited as a chief factor in staff retention.*

  The key person helped staff clearly define their responsibilities, allowed for flexibility to meet staff's needs, and provided staff with personal and professional support. In most cases, this individual was the program director or early childhood coordinator. The NASBE Task Force (1988) identified an "early childhood unit director with specialized training in early childhood development....and with substantial authority to develop and support teachers and program" as one model for the implementation of a successful program. Several of the case study sites reported that the leadership, energy and vision of this key person had been directly responsible for the initiation and development of the programs. Because of the critical leadership they provide, it is a great concern to the Massachusetts Early Childhood Advisory Council that recent state budget cuts threaten the positions of early childhood coordinators in many communities.

- **Staff job responsibilities**: *Job titles and roles showed a striking diversity. Job descriptions were often designed to respond to the needs of the population of children and families being served and to reflect the priorities, values and resources of the program. The range of staff responsibilities required that staff possess an assortment of skills.*

  Site visitors noted such job titles as: director, head teacher/director, assistant director, office worker, parent coordinator, teacher, associate teacher, teacher assistant, student intern, high school student aide, senior aide, and resource coordinator. A similar job title did not ensure a common job description across program sites. One program which placed a high priority on services for parents had a parent coordinator on staff. In a small community, the program director also served as the head teacher. In several cases staff carried out combined roles and shared a variety of responsibilities such as parent coordination, translation, resource coordination, community outreach, coordination with other programs, and staff development. Job responsibilities were sometimes assigned to staff members according to their individual strengths. Curriculum development in most of the program sites was carried out by classroom staff. Teaching staff in many programs assisted in ordering supplies, writing newsletters, and planning in-service training.

- **Staff qualifications, professional development and salaries**: *This study found wide variations in both salaries and staff qualifications in the child care study sites. It was therefore impossible to determine any clear relationship between staff qualifications, participation in professional development activities, and salaries. Neither training nor experience appeared to ensure salary equity.*

  Differences in the number of hours per week, weeks per year, and varying responsibilities made it difficult to compare salaries across programs. Salaries for a full-time Program Director, across case study sites ranged from $18,000 to $48,000. Salaries for teachers ranged from $15,000 to $43,000. This wide teacher salary range reflects all teachers in the sites including those who worked part-time during the school year (ten months) in school age child care programs as well as teachers who worked full time for a full calendar year (twelve months) in preschool child care programs.

  Staff who were paid based on public school teacher salary scales usually received higher salaries than those who were public school employees but were not on a teacher salary scale. Child care staff who were public school employees generally received higher salaries than staff in privately operated programs.

  In privately operated programs licensed by the Massachusetts Office for Children (OFC), staff members frequently exceeded OFC's minimum requirements (e.g., had bachelor's or master's degrees) and had qualifications comparable to those of public school teachers. However, they were not equally compensated in terms of salary or benefits, even though their working day and school year were the same or longer than those of public school teachers. In addition, teachers were much more likely to receive benefits such as health insurance if they were public school employees.

  Programs offered a variety of professional development opportunities. However, there was no clear relationship between participation in training and a career ladder. Funding for staff development was noted as a concern by several of the programs.

  Staff in programs which were involved in collaborative relationships with colleges or universities had access to more off-site professional development opportunities. In a few programs, teachers received tuition vouchers for college courses as a result of their supervision of college student interns who participated in field work experiences at the case study sites. Staff noted the importance of regularly scheduled staff development. Most of the case study sites capitalized on regular staff meetings as professional development opportunities. Training was carried out by program staff as well as by program directors. Topics included case discussions of individual children, health and safety practices, and behavior management. Peer coaching, where staff shared ideas, materials and activities, occurred in several programs.

  In many of the case study sites, staff participated in off-site professional development opportunities such as conferences, workshops, seminars, courses for college credit, and summer institutes. Staff in several sites were invited to participate in public school in-service training programs. Paying for substitutes to cover for staff while they participated in on- or off-site training was indicated as a problem. Several of the programs used Commonwealth Inservice Institute grants to hire consultants to provide staff training.

- **Staff retention: What do staff want?** *A national trend of close to a 40% staff turnover rate in child care programs (NASBE, 1988) demonstrates that child care programs share a universal concern in retaining qualified staff. Interviews with staff members in the twelve Massachusetts child care case study sites found a number of factors which contribute to staff satisfaction which results in a lowered turnover rate:*

  - Administrative support. In one program, staff members stressed the constant availability of the director in helping to solve problems, whether personal or school-related. The program director had earlier stated, "If I concentrate on meeting the needs of the teachers, the teachers will concentrate on meeting the needs of the children."
  - A sense of empowerment by staff members, experienced through contributing to curriculum and program design. As one administrator stated, "A good leader allows staff to help define responsibility."
  - Opportunities to participate in a variety of experiences, which help to prevent staff "burn out" and seem to keep a job interesting and professionally fulfilling. Some programs addressed this concern by rotating staff schedules, responsibilities and room assignments on an annual basis.
  - Opportunities for professional growth and advancement within the program.
  - A shared philosophy and a commitment among staff. As one director said, "If you don't have staff that share a common mission, the program will not be a success".
  - A sense of professional collegiality as well as friendship among staff.
  - Regularly scheduled time for planning and inservice staff development.
  - Salaries which enable staff to feel professionally valued. In addition to salary issues, staff members in many programs raised the issue of the lack of availability of extended benefits such as health insurance and retirement programs. This lack often motivates single parents to seek employment outside child care in the private sector, where benefits are more readily available.

Further information on factors which contribute to staff retention and satisfaction may be found in the NAEYC publication A Great Place to Work: Improving Conditions for Staff in Young Children's Programs (Jorde-Bloom, 1988), and in the National Child Care Staffing Study (Child Care Employee Project, 1989).

III. CONCLUSIONS

In recent years, the appropriate role of the public schools in early childhood care and education has been debated. The diversity of ways in which the participating public school systems have found to be involved in the provision of child care services demonstrates that there is no single best way for schools to be involved, rather, that there are many possibilities for involvement.

Complementing existing community resources and responding to the needs of the local community are essential in defining the role of the public schools in child care.

The programs investigated in this study responded to local needs in a variety of ways including:

- a teen-parenting program
- a bilingual education program
- child care for public school staff
- before and after-school child care
- infant and toddler care
- preschool education in a rural isolated area
- provision of tuition subsidies for families unable to afford child care
- outreach, training and resources to parents and to community-based providers

Once established, programs face the ongoing challenges of ensuring program quality and providing developmentally appropriate curriculum. The Early Childhood Advisory Council supports the collaboration of state agencies such as the Department of Education, the Department of Public Health and the Office for Children in their efforts to provide consistency in regulating program quality and commends the efforts and commitment of representatives of these agencies as they join together with the common goal of ensuring high quality care and education for Massachusetts' children.

Staff issues such as professional qualifications, salaries and benefits are a major concern of the Early Childhood Advisory Council. This study has touched upon some of the elements that contribute to staff satisfaction. The need for a career ladder for early childhood professionals was clearly reinforced as the Early Childhood Advisory Council reviewed the dramatic variations in staff qualifications, salaries and roles within the small sample of programs in this study.

The Early Childhood Advisory Council finds from its study of twelve case study sites that the following elements significantly contribute to program success:

- **Communication and collaboration:** Communication between public schools, private programs, agencies and community-based providers can facilitate identification of the areas of greatest local need. Collaboration leads to continuity of care, increased program options and better service provision as well as facilitating transitions between programs for families and children. Joint training and staff development at the local and state levels can make effective use of scarce training resources while increasing understanding between programs and offering professional support to staff. Finally, relationships between public school systems and other early childhood programs in the community may help to generate additional integrated placements for children with special needs. The outcome of collaboration and communication is increased consistency in addressing the needs of young children.

- **Leadership**: Leadership should come from an on-site program director or a community-wide early childhood or child care coordinator who has specialized training in child development/early childhood education, strong leadership skills, enthusiasm, and vision for the future of the program. This leader must be aware of and value existing community resources, must forge critical relationships with other related agencies and programs in the community, and must provide support, guidance, and flexibility for program staff.

- **Parent involvement**: There appeared to be a reciprocal relationship in which parents were essential in continuing support for the programs, while programs were essential in providing support for families. Parents must be involved in program planning and in decision-making. Opportunities for parent involvement that are responsive to family needs help to build the critical bridge between home and school which benefits children, families, and the program.

- **A career ladder and adequate compensation**: The Massachusetts Early Childhood Advisory Council supports the development of a career ladder, in which there is a clear link between staff qualifications, participation in professional development opportunities, and adequate compensation which includes both salary and benefits. Compensation for early childhood professionals should reflect the value of the services they provide. In turn, early childhood programs will be better able to attract and retain qualified staff.

- **Administrative support**: Relationships between public schools and child care programs can be mutually beneficial. Support from superintendents and school committees has been demonstrated to be critical in gaining and maintaining community support and financial backing for child care programs, and contributed to a healthy relationship between the public schools and the programs.

- **A secure funding arrangement:** It is essential for programs to have a funding arrangement which leads to long term security for the program. Funding for child care can come from a variety or a combination of sources including parent tuition, state and local agencies, private and publicly-funded grants as well as other local private resources.

IV. PROGRAM ABSTRACTS

Amherst Public Schools
Mark's Meadow After School Day Care, Inc.
Mark's Meadow Elementary School
Amherst, MA
Contact Person: Kathy Hamblin
Phone: 413-549-1507
Site Visitors: Lee Koszalka and Mary Ellen Meegan

Services Provided	The Mark's Meadow After School Day Care Program provides school age child care for 35 5-11 year old children at the Mark's Meadow Elementary School.
Program Goals	The overall goal of the program is to meet the needs of working parents. Program goals include: fostering an atmosphere of respect for children, creating an environment that is physically and emotionally safe for children, providing age appropriate activities, fostering an appreciation of cultural diversity, providing for exploration of activities that are non-traditional and devoid of sex-role stereotyping, arranging space with a "home-like" feeling, providing opportunities for making choices, and fostering children's problem solving skills.
History	In 1974, parents with a need for after-school care worked with the school principal, guidance counselor, and the Hampshire Community Action Council (HCAC) to set up a program. The HCAC provided seed money. The parent board organized and the public school system provided space and support. The University of Massachusetts (UMass, Amherst) cooperated by assigning student interns and work study students for staffing. The program, originally formed as a parent cooperative became a non-profit corporation in 1980.

Administrative Organization	The program is operated by a Board of Directors composed of parents of the children and other community members. The full-time Program Director reports directly to the Board. The Assistant Director and part-time office worker report to the Director. Eight to twelve student interns from the University of Massachusetts report both to the Director and the Assistant Director. The Mark's Meadow Elementary School Principal is also a faculty member at the University of Massachusetts and serves to facilitate the student intern program. The Program Director is responsible for implementing all aspects of the program.
Delivery of Special Education Services	There is informal contact with public school personnel regarding children's special education needs.
Funding/Parent Fees	The program is funded through parent fees ($8.91 per day, if the family takes advantage of all care provided including school vacation care), there are 16 DSS funded slots, and vouchers are available for families receiving AFDC assistance and who are in training at the University or in vocational education programs. The Town of Amherst has a Town Fund Subsidy that is available for University graduate students and the University has subsidized funding available for undergraduate and graduate students.
Space/Transportation	The program is situated within the public school building which children attend, minimizing difficulties of transition and maximizing communication with school staff and continuity of the day.
Staffing	The Director and Assistant Director, who provide the major portion of direct services to children, have public school teacher certificates; one holds an advanced degree.

	Student interns from UMass majoring in education work 7-10 hours/week. Staff are employees of this privately operated program.
Special Features	The affiliation with the University of Massachusetts provides student interns through work study and practicum experiences as an additional resource.

Boston Public Schools
Mary Lyons Early Learning Center
Mary Lyons School
Brighton, MA
Contact Person: Joanne Russell
Telephone: 617-254-6672
Site Visitors: Maureen Berman and Mary Mindess

Services Provided	The Mary Lyons Early Learning Center (ELC) provides full-day and before/after school child care for 84 children from 3-7 years old.
Program Goals	The curriculum at the ELC is developmentally based. There are many opportunities for action-oriented learning. Classrooms are set up with interest centers, a wide variety of hands-on materials, and there are many opportunities for children to express their own ideas. The program strives to "build connections" for children and their families.
History	The program started through a collaborative effort between staff of the Boston Public Schools, the Boston University School of Education Urban Initiative and Wheelock College. Program founders had a clear vision of what they wanted to accomplish. Their three areas of concern were: 1) the high retention rates in first grade (20%); 2) the length of the school day did not meet the needs of more than 60% of school parents; and 3) the number of transitions which children had to make between school and day care programs. When Chapter 188 funding became available, a decision was made to combine funds from the Boston Public Schools and Chapter 188 to establish a model program that integrated care and education of young children in one setting.

Administrative Organization	The program is operated by Boston Public Schools under the leadership of its Program Director. The Program Director reports to the Zone Superintendent who, in turn, reports to the Superintendent of Schools. The Program Director also reports to the Early Childhood Coordinator, the Boston Public Schools Early Childhood Advisory Council and to the School/Parent Council. The Program Director supervises the work of 11 teachers, a parent coordinator, 5 classroom assistants, a custodian, a secretary, and a nurse.
Delivery of Special Education Services	Fourteen children are currently identified as having special needs and are on individual education plans. These children are fully integrated into regular classrooms. Services are provided by a speech therapist, an occupational therapist, and a physical therapist. Most of the services are provided within the classroom setting. One teacher, who holds certification as Teacher of Young Children with Special Needs, works as a member of a classroom team and also provides guidance to other teams in meeting the needs of children with special needs.
Funding/Parent Fees	The program is free to parents at this time. The program has begun plans to institute a sliding fee scale to cover costs other than the designated school year (e.g. summers and before/after school). The program is jointly funded through Chapter 188 and Boston Public Schools, and special education grants.
Space/Transportation	The program is located in a renovated public school building. Children spend the entire day in this building, whether they attend for a half-day or a full-day. The care and education of children are integrated so that the need for children to make daily transitions is minimized. There is flexibility in drop-off and pick-up by parents and by school bus service.

Staffing	There are 6 certified Boston Public School teachers, one of whom holds an advanced degree and special needs certification. Five "day care teachers" are OFC qualified, and work for 6 hours/day in the afternoon in a team arrangement with a Boston Public Schools' teacher. The afternoon teachers are employees of Boston University, funded through a subcontract between Boston University and the Boston Public Schools. Staff also includes 5 paraprofessionals, 9 full-time student teachers and 11 pre-practicum students from various area colleges and universities.
Special Features	Classes are arranged to offer multi-age groupings. The ELC provides care and education 12 months/year. Faculty from Boston University and Wheelock College have provided considerable assistance in program and staff development. The Center offers a home reading program which provides an array of age appropriate reading materials to parents and children. Parents are encouraged to read to their children each day and record their accomplishments with the Center's Parent Coordinator.

Cambridge Public Schools
Literacy Curriculum Connections
159 Thorndike Street
Cambridge, MA 02141
Contact Person: Lynne Hall
Telephone: 617-498-9200
Site Visitors: Angela Ferrario and Rachel Weil

Services Provided	Literacy/Curriculum Connections provides support and training in the area of early literacy for teachers, parents and children in two public elementary schools and in local preschool programs. There are two resource centers which provide books and materials to classroom teachers as well as demonstration classrooms where teachers can observe a whole language approach in action.
Program Goals	The program's goal is to make print an exciting part of children's lives. Parents, teachers and children are encouraged to share the enjoyment of reading and writing. The program has sought to develop a "rich network" of child care programs in the community that would "collaborate, not compete".
History	The program was initiated three years ago by the Coordinator of Primary Education for Cambridge Public Schools in cooperation with the Early Childhood Advisory Council of Cambridge. A Chapter 188 grant funded staff to work directly with teachers, parents and children to establish the resource centers and conduct community forums. In its first year the program was implemented in twenty classrooms in Cambridge. The program has expanded to serve twenty-three classrooms including kindergarten, Head Start, and day care centers.

Administrative Organization	The program is operated by the Cambridge Public School System. The Coordinator of Primary Education and the Early Childhood Advisory Council of Cambridge collaborate with the program staff in the development of policies and procedures. The Project Leader, who reports to the Coordinator of Primary Education, is responsible for the administration of the program. A Staff Developer, an Outreach Coordinator, and a secretary all report to the Project Leader.
Delivery of Special Education Services	Program staff tailor their classroom support services to meet the individual needs of all of the children that they serve. If children in a particular classroom have identified special needs, they participate in literacy activities that are designed to meet their needs. Services by staff of Literacy/Curriculum Connections are not typically included in children's I.E.P.s.
Funding/Parent Fees	The program is funded through the Chapter 188 Early Childhood Program, the Commonwealth Inservice Institute, the Cambridge Partnership of Public Education, and the City of Cambridge. There is no cost to families who participate in the program. Lesley College supports the program by providing technical assistance and evaluation.
Space/Transportation	The two resource centers are housed in public elementary school buildings. Administrative offices are housed in the School Department's office building. The bulk of Literacy/ Curriculum Connections' services are provided in public elementary school classrooms and private preschool programs throughout the City of Cambridge. The program staff travel to the programs to provide services so there is no need to further transport children beyond their own classrooms.

Staffing	Staff includes a Project Leader, a Staff Developer and an Outreach Coordinator. One member holds a Ph.D.; one a Master's degree; two staff members are public school certified teachers, one in special needs. All are Cambridge Public School employees.
Special Features	The program is community-based in that services are provided by staff in classrooms throughout the community. There is a Home Reading Program through which children may borrow books to take home and parents may obtain literature about making the most of home reading time. The program pays for substitute teachers to allow teachers to visit classrooms throughout the community. The program works with other Cambridge agencies as part of the Multicultural Committee of the Cambridge Council for Children to provide informational forums on cultural differences in order to strengthen the community's ability to build more supportive social and educational environments for children.

Dover-Sherborn Regional School District
Dover-Sherborn Child Development Center
137 Farm Street
Dover, MA
Contact Person: Barbara Freedman
Telephone: 508-785-0722
Site Visitors: Linda Gerstle and Jane Welch

Services Provided	The Dover-Sherborn Child Development Center provides year-round full-day and part-time child care for 73 children ages 15 months to five years.
Program Goals	The program seeks to provide a classroom of creative and open learning in an environment that is nurturing and supportive. Program staff place primary emphasis upon each child's uniqueness, realizing the diversity that children of any age bring to a group. The importance of self-esteem is recognized and fostered.
History	In 1984 the need for child care by public school staff was identified. There was an availability of space due to declining enrollment in the junior high school. Start-up funds were provided by the public school system and the Director of Community of Education was appointed to guide the program planning process. A one-year planning period involved a feasibility study which resulted in school committee and community endorsement of the program. A Director was hired, space was renovated, OFC licensure was obtained and the Center opened in September, 1986.
Administrative Organization	The program is operated by the public schools under the auspices of the Community Education Department. The Director of Community Education is responsible for the administration of the program. She reports to the Dover-Sherborn School Committee, the Superintendent of Schools, and the Headmaster of the junior high school. The

	Director of the Child Development Center reports to the school system's Director of Community Education as well as a Parent Advisory Board. The teachers report to the Program Director.
Delivery of Special Education Services	There is no formal procedure established for referral or delivery of special education services. Informal communication occurs between program staff and the school system's Special Education Director when a problem is identified. Children are not excluded because of individual differences and special education services can be provided with parental permission.
Funding/Parent Fees	The program is funded through parent fees. Rates vary depending upon the age of the child and the child's schedule. The full-time weekly rate for toddlers is $185, and for preschoolers is $170. The half-time weekly rate for toddlers is $105, and for preschoolers is $95. The public school system handles all billing and payroll processing.
Space/Transportation	The program is housed in the Dover-Sherborn Junior High School. Dover-Sherborn Regional School District rents the space to the Center.
Staffing	All teachers are OFC qualified, with the Director holding a Master's degree. Staff are public school employees. Staff are paid on a separate salary scale from public school teachers, but receive the same benefits as instructional staff.
Special Features	Location in a junior high school building allows for active participation of eighth grade students in classroom activities while receiving credit and instruction through related course work. The preschoolers also have opportunities to visit other areas of the junior high school to learn about rocketry and rainbows in the science lab; hear stories in the library and

cook in the home economics room. Children of public school employees have priority for enrollment and receive tuition discounts.

Duxbury Public Schools
The Magic Dragon
130 St. George Street
Duxbury, MA
Contact Person: Candy Weiler
Phone: 508-934-0291 or 934-0869
Site Visitors: Alice Barton and Abby Shapiro-Kendrick

Services Provided	The Magic Dragon provides full-day child care and Kindergarten Extended Day for 94 children ages 2 months - 5 years at the Duxbury Intermediate School and Duxbury High School.
Program Goals	The program goals are child-centered, and focus on the development of a healthy self-concept, and provision of a safe and nurturing environment for children's learning. A developmental approach to programming is utilized.
History	The program was founded in 1985 in response to a community survey which indicated a need for preschool care. Funds to initiate the programs were provided by the public schools, with funding for initiating an extended day kindergarten program provided through a Chapter 188 grant. The program is now self-supporting through parent fees. Enrollment priority is given to the children of Duxbury Public School employees and town officials.
Administrative Organization	The Program Director reports to the Assistant Superintendent and the Superintendent on a regular basis. The Coordinator of the Kindergarten Extended Day Program supervises 3 staff members and reports to the Program Director. The Assistant Director of the Center supervises 12 staff members in the infant, toddler and preschool programs. The Director and Assistant Director are primarily responsible for policy decisions, with input

	from an Advisory Board which includes parent members. The School Committee has final administrative authority for the program.
Delivery of Special Education Services	Screening and assessment are done by Duxbury Public Schools on an informal referral basis, according to individual need/concerns. Children with special needs are fully integrated into the program. Special services are provided by the school system outside of the program, not during the school day.
Funding/Parent Fees	Funding is provided through parent fees. Part-time care (6 hours/week) ranges from $3.80/hour for infants to $3.00/hour for preschoolers. Full-time care (30 hours/week) ranges from $115/week for infants, to $90/week for preschoolers. Scholarship assistance is available for the infants through preschoolers. Scholarship assistance for the kindergarten extended day program is funded through a Chapter 188 grant.
Space/Transportation	The classrooms are located in Duxbury High School and Intermediate School, maximizing convenience for town and public school employees. Space, utilities and maintenance services are provided by the public schools. Transportation is provided by parents. Children in extended day kindergarten classes who are not within walking distance (escorted), are transported to the site by school bus.
Staffing	There is a Director and Assistant Director and 12 staff members as teachers, associate teachers, teacher assistants and student teaching aides. The extended day kindergarten program has 3 staff members. Staff meet or exceed minimum qualifications of the Chapter 188 Program Standards. Staff members are employees of this privately operated program.

Special Features	Children of public school and town employees have priority for enrollment in the program. This priority, and the proximity of the program to the work site of many of the teachers, serve as recruitment incentives for teachers. The programs are located in secondary school buildings, allowing them to serve as a training ground for high school students in child development classes, and also enabling the program to benefit from extra assistance. Smooth transitions between the various levels within the program allow children to experience a consistent approach from infancy through kindergarten.

Mohawk Trail Regional School District
Heath Preschool
Heath Community Hall
Heath, MA
Contact Person: Pam Porter
Telephone: 413-337-4847
Site Visitors: Mary Wile and Cynthia Robinson

Services Provided	The Heath Preschool serves 21 three and four-year old children in two half-day sessions, three days per week.
Program Goals	The goals of the program are to serve the developmental needs of preschool children living in a rural area where this is the only early childhood program available. The program is designed to meet the individual needs and interests of the children enrolled.
History	The program began as a play group in 1980, then became a fee-supported parent cooperative. Endangered by financial problems several years ago, parents running the program applied for and were awarded a Chapter 188 Early Childhood grant. Since 1987, the program has been entirely supported through Chapter 188 and all three and four year olds of Heath and Rowe are eligible for placement at no cost.
Administrative Organization	The preschool is part of the Mohawk Trail Regional School District. The Teacher/ Director serves as administrator and supervisor of staff and also provides direct services to children. Classroom staff, including a teacher aide, and senior citizen aide and support staff, which includes a coordinator, administrative assistant and custodian, report to the Teacher/Director. The Superintendent and the School Committee have final administrative authority for the program. Parents serve on an Early Childhood Advisory Council.

Delivery of Special Education Services	The Mohawk Trail Regional School District provides developmental screening and assessment for all children enrolled at the preschool. The district also maintains an integrated preschool for children with special needs at another site. While some children at the Heath Preschool have I.E.P.s for speech problems, therapy is conducted outside of school time.
Funding/Parent Fees	Funding for the program is entirely provided through a Chapter 188 Early Childhood grant. There are no parent fees. Salary for the Senior Citizen Aide is paid in part by Franklin County Home Care.
Space/Transportation	The preschool is housed in the basement of a community building which is also used by various other community groups. The setting is rural and isolated from other school programs. Transportation is provided by parents.
Staffing	The Teacher/Director holds a bachelor's degree and is an OFC qualified Head Teacher. The Teacher Aide has early childhood experience and first aid training.
Special Features	This program represents one solution to the unique problems faced by families of young children living in rural, isolated communities.

Peabody Public Schools
Passos Avante Preschool - South Memorial School
Maple Street Extension
Peabody, MA
Contact Person: Antonio Braganca
Telephone: 508-532-0261
Site Visitors: Denise Benner-Hall and Julienne Johnson

Services Provided	This is a bilingual program which provides year-round, full-day child care for 48 children between the ages of 2.9 to 5 years. The children served are primarily from Portuguese-speaking families.
Program Goals	The program is designed to meet the bilingual needs of those children whose primary language is Portuguese, most of whom are from low to low-middle income families.
History	The program was created in 1985 in response to concerns over an inordinately high referral rate of Portuguese-speaking children for special education services.
Administrative Organization	A part-time Director is responsible for program implementation, administration and supervision of a teaching staff of three teachers, classroom aides, and for special education. The Director reports to the Assistant Superintendent of Schools.
Delivery of Special Education Services	The Director of the program is responsible for all special education screening and assessment for Peabody Public Schools. All children from the Passos Avante Preschool are screened prior to kindergarten entry. While there are currently no children on I.E.P.s at Passos Avante, special education resources are available to teachers on a consultative basis and are also incorporated by the classroom teachers into curriculum activities.

Funding/Parent Fees	Tuition is $30/week which includes full-day child care, breakfast, lunch and two snacks. A sliding fee scale is available where necessary. Additional funding has been provided through a variety sources such as the Chapter 188 Early Childhood Program, Gateway Cities, special education, and private foundations, as well as in-kind contributions from the public schools and fundraising activities. Tuition rates have been increased regularly to keep the program self-supporting.
Space/Transportation	The program is housed in a public school building provided at no charge by the Peabody Public Schools. Transportation is provided by parents.
Staffing	The Program Director, who holds advanced degrees, serves as administrator on site for 2 hours each day. In his absence, the Head Teacher assumes the responsibilities of program administration and supervision for a staff of 3 teachers and teacher aides. Two teachers hold public school teacher certification, one holds bilingual certification. Teacher aides have a high school diploma or equivalent and speak both Portuguese and English.
Special Features	The program provides a developmental bilingual curriculum. Both Portuguese and English are incorporated into daily activities. The program schedule and hours of operation meet the needs of working parents. The program enables families whose incomes may be too great for certain programs, yet not enough to meet the expense of private programs, to participate in a bilingual early childhood program. The program's success is demonstrated in a significant decrease in the number of special education and bilingual program referrals in the past three years.

Pittsfield Public Schools
Westside Community Center
43 Francis Ave.
Pittsfield, MA
Contact Person: Sandra Harvey
Telephone: 413-499-2320
Site Visitors: Nancy Rillings and Patricia Sakellis

Services Provided	The West Side Community Center Inc. provides before- and after-school child care as well as full-day care during school holidays and vacations for 60 children ages 5 to 12 years in two public elementary schools. In most cases, children attend the program in their own elementary school buildings.
Program Goals	The goal of the program is to provide creative supervision and to meet the needs of the school age child during the hours that parental care is not available. The program's intent is to nurture and guide children in a safe, happy, and socially integrated environment through activities designed to expand talent and skills and to encourage constructive uses of energy. The program seeks to meet the developmental needs of the children; to promote problem-solving and decision-making; to provide and involve children in sound nutrition; and to provide a network of communication for parents and the community.
History	The school age child care program of the Westside Early Childhood Development Community Center was instituted in 1983. The organization also provides programs for infants, toddlers and preschoolers in other locations.
Administrative Organization	The West Side Community Center is a private, non-profit corporation run by a Board of Directors and an Executive Director. The Pittsfield Public Schools provide the physical space for the program but have no direct role in program administration or programming.

Delivery of Special Education Services	No special education services are delivered at these child care sites. While some children on I.E.P.s are enrolled, services are delivered during regular school hours.
Funding/Parent Fees	The program has 16 DSS contracted slots, and vouchers are available for low income families. Tuition rates are $13/day for a full day, or $2.20/hour for part-time care.
Space/Transportation	The Pittsfield Public School System provides space in elementary school buildings for the before- and after-school programs. Most children attend a program in their own buildings. Transportation, when required, is arranged by the Program Director and provided by the transportation department for the public schools. During school vacations, parents provide transportation.
Staffing	One Director supervises programming and staff at both school-age program sites. There is a Kindergarten Coordinator at one site and a Site Coordinator at the other. One site has 2 assistant teachers. An art coordinator is shared by both sites. Staff meet or exceed OFC qualifications.
Special Features	Location in public elementary school buildings eases both transitions and transportation, and offers access to library and art facilities. The art coordinator provides enrichment activities on a regular basis. The vacation and summer programs are full-time and are recreational in nature, including sports and swimming.

Salem Public Schools
Endicott Early Childhood Center
112 Boston Street
Salem, MA
Contact Person: Pamela Appleton
Telephone: 508-745-9300 Ext. 164
Site Visitors: Elisabeth Schaefer and Jane Stoutermire

Services Provided	The Endicott Early Childhood Center is a comprehensive coordinated service organization which provides an integrated preschool program and a reverse-mainstream preschool program, a Head Start program, a Chapter I preschool program, and "two-way" bilingual kindergarten classes (in which equal amounts of time are dedicated to both English and Spanish programming for both Spanish- and English-speaking children). The program provides full-day and before- and after-school care for 159 children ages 3 to 6, with 45 students receiving special education services.
Program Goals	The services are designed to meet the needs of a diverse group of children, to prepare children for school entrance, to provide smooth transitions for children and parents, and to provide parents with the support, materials and services which will allow them to fully support their children's development. The program is attempting to positively influence the future of "at risk" children and families as well as meeting the needs of working families. There is a strong multi-cultural emphasis, as well as communication/cooperation with other community resources.
History	The program has been in operation since November of 1988. In the Spring of 1988, a proposal by the former Superintendent and Program Director was accepted by the Salem School Committee. Monies were pooled from various resources including local banks and

service agencies, Chapter I, and special education funds to support the program. The school system also applied for and received a Chapter 188 Early Childhood grant. The local School Committee gave both financial and political support to obtain and rehabilitate the Endicott School building and to implement the program.

Administrative Organization

The Administration of the Salem Public Schools oversees the program. The Early Childhood Program Director is responsible for building operations, program, and staff supervision. A strong and open system of communication exists among the program, the School Committee, and the Superintendent.

Delivery of Special Education Services

Screening and assessment are carried out as needed by specialists through the public schools. Services in speech/language, occupational therapy, physical therapy and psychological intervention and support are delivered both in the classroom and in individual sessions.

Funding/Parent Fees

A positive working relationship exists between the Director and many community programs and agencies including Heritage Bank, Salem Trust Commission, Kiwanis Club and Rotary Club of Salem have given financial support. The Bank of New England funded the Staff/Parent Resource Center. Parents of children without special needs in the integrated/reverse mainstream preschool pay a $15/week materials fee. The after-school program fee is $9/day until 6:00 P.M.; $3 with a voucher. A sliding fee scale is also available. Fund-raising events such as Family Night, an ice cream party, and a Walk-A-Thon help to defray costs.

Space/Transportation	Both space and transportation are provided by Salem Public Schools.
Staffing	Among the 5 programs, there are 5 full-time teachers and 2 Head Start teachers, both Spanish- and English-speaking teachers in the "two-way" bilingual class, and 10 full-time aides. All public school teachers hold at least a Bachelor's degree and are certified. Support staff include a nurse, custodian, 6 special education therapists (O.T., P.T. and Speech), 2 psychologists, 3 specialists in art, music and physical education, a cross-walk guard, an administrative assistant, and part-time supervisors for the Write to Read Program. Student teachers are assigned to the program through Salem State College and North Shore Community College.
Special Features	The Endicott Early Childhood Center provides a Staff & Parent Education Resource Center which offers training opportunities for staff and parents, and a meeting/lending library. Within the Early Childhood Center there is coordination among the programs housed there - Chapter I, Head Start, special education, bilingual services, Chapter 188, and Campfire Girls and Boys, Inc.

S.E.E.M. Collaborative
S.E.E.M. Child Care
E. Ethel Little School, Barberry Road
North Reading, MA
Contact Person: Kathryn Evans
Telephone: 508-664-5971
Site Visitors: Jan Anderson and Sandra Putnam

Services Provided	The S.E.E.M. Child Care Program provides full-day care for 62 children ages 15 months to 6 years. The children served live throughout the local area, and enrollment is not restricted to residents of the communities served by the S.E.E.M. Collaborative. The program operates from 7:00 a.m. to 6:00 p.m.
Program Goals	The goals of the program are to provide a safe, stimulating environment for children and families, to meet the children's social, emotional and cognitive needs, and to give parents "peace of mind and security" in leaving their children in the program. The program has a developmentally based philosophy. The choice of full-year or school-year options are available for the convenience of public school teachers whose children attend the child care program.
History	The child care program is one of many services offered through the S.E.E.M. collaborative. One of the reasons the program was started was a belief that the Collaborative should broaden its focus to include children both with and without special needs through a more integrated approach. The child care program has been affiliated with the Collaborative since 1980. It operates independently, but children with special needs are placed in the child care program through the Collaborative. The Collaborative occupies 6 rooms in a public school building, of which 4 rooms are rented by the S.E.E.M. Child Care program.

Administrative Organization	The town of North Reading serves as the fiscal agent for the S.E.E.M Collaborative, including the child care program. The Collaborative is governed by a Board of Directors composed of the public school superintendents of the seven participating towns. This Board of Directors gives guidance to the child care program and approves all written policies as well as the salary for the Director of the child care program. The Director of the child care program is responsible for budget, staff supervision and program development. The Executive Director of the S.E.E.M. Collaborative supervises the Director of the child care program, and approves budget plans. A Parent Advisory Council enables parents to have a voice in policy making.
Delivery of Special Education Services	Children with moderate to severe special needs are served in substantially separate classes through the S.E.E.M. Collaborative. Children with mild special needs are served in the child care program, with tuition paid by the Collaborative. Therapies for children on I.E.P.s are delivered on site but outside the classroom setting. Therapists are paid by the town they represent in the collaborative at no direct cost to the child care program.
Funding/Parent Fees	The child care program is entirely self-supporting through parent tuition and internal fundraising. The fee for 12 months of child care ranges from $136/week for toddlers to $91/week for kindergarten-age children. The school-year option ranges from $144/week for toddlers to $98/week for kindergarten-age children. The kindergarten program is a full-day program. Children may be accepted, space permitting, on a 3 or 4 day/week schedule at a higher per diem rate. Vouchers are accepted. Fundraising activities have included a night at a local pizza parlor, with a percentage of the proceeds returned to the program, sale of food or fruit baskets at holiday time, and rental of the Children's Museum for an evening.

Space/Transportation	The child care program rents four rooms in a public school building with access to the gymnasium. Parents provide transportation.
Staffing	The Program Director is completing a master's degree. There are 4 Head Teachers, all of whom hold bachelor's degrees in education, with specialization in early childhood, one holds a master's degree. Three of the Head Teachers have between 12 and 20 years experience in early childhood education. There are 6 Associate Teachers, and 4 Aides. All staff meet or exceed OFC qualifications.
Special Features	Staff qualification and longevity were cited by participating parents as being strong motivating factors in their choice of this child care program. The program publishes a list of "Parent Rights" which is given to each participating family. Parents have the opportunity to attend courses and workshops on child care issues through a grant from the local public schools.

Tisbury Public Schools
P.O. Box 639
Vineyard Haven, MA
Contact Person: Daniel Seklecki
Telephone: 508-693-2007
Site Visitors: Ada Rosmarin, Carole Curtin, Sandra Putnam

Services Provided	This island-wide program provides tuition subsidies for child care for low-income "at-risk" children in community-based early childhood programs, as well as materials, equipment, and resources to community programs. Between 26 and 30 children receive direct services through tuition subsidies, while 250 to 300 children in various programs throughout the island benefit from indirect services of the resource coordinators who serve as consultants to private providers.
Program Goals	The program seeks to foster island-wide cooperation to meet the child care needs of young children and their families; to enhance the quality of all early childhood programs on Martha's Vineyard, and to meet the needs of families who fall into the child care "affordability gap" with incomes too high for other state-funded assistance but too low to afford the full cost of child care.
History	A long recognized need for increased early childhood services brought together the Martha's Vineyard Early Childhood Advisory Council in 1986 to develop a proposal for a Chapter 188 Early Childhood planning grant. The need for space and for coordinated island-wide participation from the public and private sectors were driving forces behind the Council's work. Services were initiated in 1987.
Administrative Organization	Tisbury Public Schools serves as the fiscal agent for this island-wide project. The public schools contract with Martha's Vineyard Community Services (MVCS), which is a

private agency, to provide program management and services. The Director of Special Education for Martha's Vineyard Public Schools is the public school liaison with the project and supervises the Director of Early Childhood Programs at MVCS. The Director of Early Childhood Programs at MVCS supervises the Program Coordinator for the Chapter 188 funded project who, in turn, supervises two Resource Coordinators. The Program Coordinator is responsible for the management of the overall project.

Delivery of Special Education Services

The public school system's Special Education Director arranges screening, assessment and special education services when needed. Children with special needs are placed in integrated community-based programs. Staff from the community programs have expressed an increased willingness to serve children with special needs because of the support services they receive through this program.

Funding/Parent Fees

Services are funded through a Chapter 188 Early Childhood grant. When they can afford to, parents pay for up to 50% of their child care costs, which range from $120-$140/week for full-time care.

Space/Transportation

Services are provided in existing community-based early childhood program facilities. Transportation to the programs is provided by parents.

Staffing

Program staff are employees of MVCS. The Program Coordinator and the two Resource Coordinators all have masters degrees with a variety of experience in elementary, early childhood, and special education, as well as experience in teaching adults. The two Resource Coordinators share one full-time position. Qualifications of the community-based providers vary but meet or exceed OFC regulations.

Special Features	The program is an island-wide endeavor which coordinates services across six communities, each of which has its own school committee. The program seeks to build upon existing community resources. A lending library provides classroom materials and other resources to parents and providers.

Weymouth Public Schools
STEP Program
Weymouth South High School
360 Pleasant Street
S. Weymouth, MA
Contact Person: Shirley McDonald
Telephone: 617-335-0547
Site Visitors: Karen Klopfer and Veronica Papenfus

Services Provided	The STEP Program provides child care for 11 children between the ages of 6 weeks and 3 1/2 years whose teenage parents attend Weymouth South High School. Vocational education students are also being trained as child care providers through their work in the program.
Program Goals	The main purpose of the infant and toddler program is to provide child care so teen parents can attend and graduate from high school. The two primary focuses of the program are the teen parenting and vocational training components.
History	The program was initiated as a result of growing concern about the number of teenagers who were unable to finish high school due to inability to find child care. In its first two years, the program was a part-time after-school program, funded by an Occupational Education Consumer and Homemaker grant. In its third year, the program became part of the high school and was funded by a Chapter 188 Drop-Out Prevention grant with in-kind contributions from the town of Weymouth. The program has operated for four years.
Administrative Organization	The Coordinator of the STEP Program supervises staff and reports to the head of the public school's Department of Home Economics. The Department Head reports to the high school principals who report to the Associate Superintendent and Superintendent.

Delivery of Special Education Services	No formal screening and assessment are available in the program. All screening is done through observation. No children with special needs are currently enrolled.
Funding/Parent Fees	The STEP Program is free to enrolled Weymouth Public School students who have infants or toddlers. The program is funded with a combination of an Occ-Ed Consumer and Homemaker grant, a Chapter 188 Drop-Out Prevention grant, and in-kind contributions from the town of Weymouth.
Space/Transportation	The program is located in Weymouth South High School making both child care and their schoolwork readily accessible to the teen parents. Parents and children are transported to and from the program in a van. The van is also available to transport families to doctors and/or WIC programs. Transportation is also provided for the vocational training students between Weymouth North and South High Schools.
Staffing	There are 4 high school home economics certified teachers who are responsible for the program for children, training of the vocational education students, and working with the teen parents. Teachers are all employees of Weymouth Public Schools.
Special Features	The program serves three different populations: children, teen parents, and vocational school students. The adult to child ratio is extremely low because of the vocational students working in the program. During the first period of each day, the teen parents work in the STEP Program with their children and program staff.

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APPENDIX A

METHODOLOGY

Recruitment of Nominated Programs

In January 1989, Future Trends Subcommittee of The Massachusetts Early Childhood Advisory Council sent out an announcement to a broad range of groups and individuals calling for programs to participate in the study. To be considered as a potential case study site programs had to be affiliated with a public school system, recognize and address the needs of working families, and participate in the larger early childhood community. In addition, the programs needed to demonstrate strengths in at least three of the following six areas: comprehensive services, developmentally appropriate curriculum, parent participation, services for children with special needs, staffing patterns, and linking of a variety of funding sources.

Site Selection

The Future Trends Subcommittee received nominations for 49 programs (see Appendix B). Subcommittee members reviewed nominations, conducted follow-up telephone interviews with program contact persons, and then selected twelve case study sites ensuring a distribution of programs representing the following criteria:

- the various geographic regions of the state
- various kinds of community (urban, suburban, rural)
- a variety of program types

The case study sites were selected as examples of the variety of ways in which public schools are involved in providing child care. Site visitors did not conduct evaluations of the programs. No judgment was made as to whether or not these sites were either "exemplary" or "model" programs.

Site Visitors

Twenty-four site visitors contributed their time to conduct the study. The site visitors represented such groups as public school systems, private day care centers, state agencies (Department of Education, Office for Children, Department of Public Health), League of Women Voters, higher education, a labor union, students, Massachusetts Association of Day Care Agencies, and the Massachusetts Early Childhood Advisory Council. Site visitors received training regarding their study responsibilities. Teams of two people conducted interviews and observations at each of the twelve sites. Site visitors were responsible for coordinating with their team members, arranging the schedule for their visits with the site contact persons, conducting the series of interviews and classroom observation over a two-day period at the case study site. Subsequently, site visitors compiled program materials, interview notes, and general findings into summary reports.

Site Visits

Contact people were identified at each of the selected program sites. The contact people assisted site visitors in arranging activities and schedules. Mini-grants of up to $250 were made available to participating programs by the Department of Education to cover costs incurred by the participation of parents and staff. Five of the twelve participating programs took advantage of the mini-grants.

Interviews A series of interview questions was developed by the Future Trends Subcommittee to be used in interviews with individuals or groups involved in the programs, including:

- Superintendent of Schools (individual interview)
- Program Director (individual interview)
- Program Staff (group interview)
- Parents (group interview)
- Local Child Care Resource and Referral Agency representative (individual interview)

The interview questions were based on those developed by the Bank Street College/Wellesley College Public School Early Childhood Study (1988). Interview protocols addressed such areas as:

- the history and future of the program
- financing
- program goals and curriculum
- continuity and transitions
- administrative structure
- eligibility criteria
- populations served
- personnel
- relationships with other programs
- family services and involvement
- staff recruitment, retention, and support
- staff development

Classroom Observations

Four classroom observation instruments were developed to be used by site visitors while observing in case study site classrooms. Instruments were designed to be appropriate for each of four different age groups served by the participating programs: infant programs, toddler programs, preschool programs, and school-age programs.

The observation instruments addressed such areas as:

- classroom arrangement
- activity areas
- materials and equipment
- outdoor play area
- daily schedule
- child initiated activities
- variety of choices
- fostering of independence
- transitions
- staff/child interactions
- positive guidance
- equity
- peer interactions
- parent participation
- parent/staff communication

Summary Reports and Summary Meeting

Site visit teams wrote summaries of their site visits in response to the major study questions designed by the Future Trends Subcommittee. Each summary report was a synthesis of responses to interview questions, classroom observations, program literature, and other pertinent information gathered about the participating programs. Site visit teams also submitted their interview and observation notes, completed program information forms, and program literature.

A summary meeting of site visitors was held after all of the site visits had been completed. At the meeting, site visitors shared their experiences and impressions, and trends across programs were identified.

Major Study Questions

The Major Study Questions for the Public School Child Care Case Studies were:

A. Describe the nature of the program
   1. Ages of children served
   2. Class size
   3. Adult to child ratio
   4. Administrative organization
   5. Curriculum and classroom activities
   6. Screening and assessment strategies
   7. Staffing patterns
   8. Program schedule
   9. Populations served (e.g. linguistic minorities, ethnic/racial groups, special needs)
   10. Delivery of special education services
   11. Program cost to families
   12. Special features of the program

B. How does the program relate to the larger community?
   1. To the local early childhood community
   2. To the family
   3. To the public school system
   4. To other community programs (e.g. health, social services)
   5. Transitions between programs
   6. How did the program come to be? (e.g. history, funding, subsidy)

C. Describe the program staff
   1. Responsibilities
   2. Qualifications
   3. Salaries
   4. Professional development
   5. Turnover
   6. Working environment

APPENDIX B
Nominated School Systems

The following school systems were nominated in January, 1989 as potential case study sites. These school systems were identified by their nominators as being involved in a public-school-affiliated child care program.

Amherst Public Schools
Andover Public Schools
Bellingham Public Schools
Belmont Public Schools
Boston Public Schools
Brookline Public Schools
Cambridge Public Schools
Chelmsford Public Schools
Concord Public Schools
Duxbury Public Schools
Framingham Public Schools
Gloucester Public Schools
Hadley Public Schools
Haverhill Public Schools
Lynn Public Schools
Malden Public Schools
Marshfield Public Schools
Maynard Public Schools
Medfield Public Schools
New Bedford Public Schools
Peabody Public Schools
Pittsfield Public Schools
Quincy Public Schools
Reading Public Schools
Rowley Public Schools
Salem Public Schools
Somerset Public Schools
Somerville Public Schools
Southbridge Public Schools
Tisbury Public Schools
Topsfield Public Schools
Truro Public Schools
Wayland Public Schools
Westfield Public Schools
Whitman Public Schools
Winchester Public Schools
Berkshire Hills Regional School District
Blackstone-Millville Regional School District
Dover-Sherborn Regional School District
Hawlemont Regional School District
Masconomet Regional School District
Mohawk Trail Regional School District
Narragansett Regional School District
Old Rochester Regional School District
Northeast Metropolitan Regional Vocational Technical School
SEEM Collaborative

APPENDIX C

MASSACHUSETTS DEPARTMENT OF EDUCATION
DIVISION OF SCHOOL PROGRAMS
FY '90 EARLY CHILDHOOD INITIATIVES

The Bureau of Early Childhood Programs has developed the following initiatives in Early Childhood Education. The staff members were selected to ensure that the Bureau has expertise in the fields of early childhood/child care and special education. The Bureau has worked closely with the Early Childhood Advisory Council which advises the Massachusetts Board of Education on early childhood issues.

POLICY INITIATIVES:

- Kindergarten Guidelines: Chapter 188 Kindergarten Guidelines were disseminated to 500 kindergarten teachers, superintendents and principals, with requests for recommendations. The Guidelines were approved by the Board of Education in September, 1989.

- Teacher Certification: The Early Childhood Advisory Council recommended an early childhood certificate to the Board of Education in June 1989. The Nursery through Grade 3 certificate unites the fields of early childhood and special education.

- Early Childhood Transition Policy: An interagency policy was developed to guide transition of young children with special needs between agencies such as public schools, early intervention programs, day care programs, Head Start, and private preschools.

- Future Trends Report: A report addressing the role of the public schools in child care will be presented to the Massachusetts Board of Education in December 1989. Twelve selected sites will be described.

- Public Awareness: A poster designed for new parents outlining developmental milestones is being disseminated through hospitals, pediatric health services, Child Care Resource and Referral agencies and child care centers. Over 52,000 posters have been distributed as of September, 1989.

- New England INDEX and ICID: The Bureau contracts with INDEX to add information on programs and services for young children with special needs and their families to their computerized database. The Bureau also contracts with the Information Center for Individuals with Disabilities (ICID) to disseminate this information to parents and professionals through a toll-free number (800-462-5015). The FY '90 contract will focus on the development and maintenance of a directory of translators and local community service organizations that can assist ethnic/linguistic minorities and professionals in finding services for young children and their families.

GRANT PROGRAMS:

- Early Childhood Chapter 188 Grants: $10 million was granted to LEAs to develop preschool and kindergarten programs in FY '89. The level of funding for FY '90 has been cut 25% to $7.5 million.

GRANT PROGRAMS (con't.):

- Head Start Grant Program: In FY '90, there will be $6 million available for the state Head Start Programs. This represents level funding.

- Early Childhood Special Education Allocation Grants: $4.1 million was available to LEAs to support the development of integrated programs under the Allocation and Supplementary Grant Programs in FY '89. In FY '90, there will be $4.1 million available under the Allocation Grant Program. The Supplementary Grant Program, which was designated specifically for FY '89, has been discontinued.

- Collaboration for Children Project: Phase I involved three communities which have been funded since 1987 for the purpose of developing models of interagency collaboration in helping children make the transition from Early Intervention Programs to LEAs, Head Start, day care, and private preschool programs. Phase II of the Collaboration for Children Project involved small grants which were awarded to 24 other communities to focus on interagency collaboration in easing transitions for young children between agencies. Three 3-day regional Summer Institutes were conducted involving interagency teams which included teachers, administrators, parents and representatives from various local agencies serving young children.

- Commonwealth Inservice Institute (C.I.I.) Grants: Small grants are available to local school districts for training and technical assistance in the area of early childhood education. These grants are applied for by teachers, parents and administrators who assess their local needs and design training activities accordingly.

TECHNICAL ASSISTANCE INITIATIVES:

- Into the Mainstream: Early Childhood Summer Training Institutes: 180 teachers and administrators received college credit for successfully participating in Institutes on strategies for integrating young children with special needs into early childhood programs. The Institutes were developed through the collaboration of college faculty in early childhood and special education, physical, occupational, speech and language therapy. Four institutions of higher learning in Massachusetts were selected to lead the Institutes.

- Training Program for Entry Level Day Care Teachers: Grants were awarded to three training institutions to increase the number of day care teachers trained to work with young children with special needs. Three institutions of higher learning were selected to conduct year-long training programs. These programs are being jointly funded by the Department of Education, Bay State Skills Corporation and the Massachusetts Office for Children.

- Regional Early Childhood Training Workshops: Between 5 and 10 training workshops will be held in each region focusing on early childhood education. General topic areas are: early childhood development, integration/mainstreaming, developmental curriculum, partnerships for children, and screening/assessment or evaluation.

TECHNICAL ASSISTANCE INITIATIVES (con't.):

- Curriculum Seminars: Approximately five seminars in each of the 6 regions will be conducted during the 1989-90 school year on issues in early elementary education. These seminars will be open to early childhood teachers and administrators.

- Technical Assistance Papers: The following subjects have been addressed:
  - Developing Integrated Early Childhood Programs (completed and disseminated in June, 1989)
  - Integrating Young Children with Severe Special Needs (in draft form)
  - Integrating Therapies into the Classroom (in development)

RESEARCH INITIATIVES:

- Early Intervention Collaborative Study: This is a longitudinal study of children with disabilities as they progress through Early Intervention Programs into preschool programs and beyond conducted through a contract with the University of Massachusetts Medical Center. The contract supports classroom observations of children in the study upon their entrance into preschool. The contract also funds the pilot testing on children with special needs of Project Spectrum, a protocol for assessing preschool age children in many dimensions of their development.

- Project Impact: Building a Framework for Quality: This early childhood program evaluation project is designed to enhance data management and reporting at the state and local levels, build skills in evaluation in local schools and to gather quantitative and qualitative information statewide on integrated and separate early childhood programs. Six LEAs have been selected to participate in the local projects. The project is being managed by Temple University in collaboration with the Bureau.